



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12091532  
SAU: MSAD 15  
School: Burchard A Dunn School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science Results .....	10-12

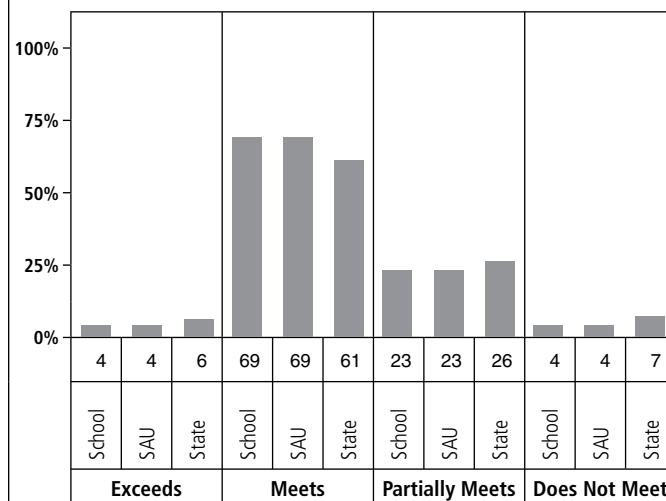
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

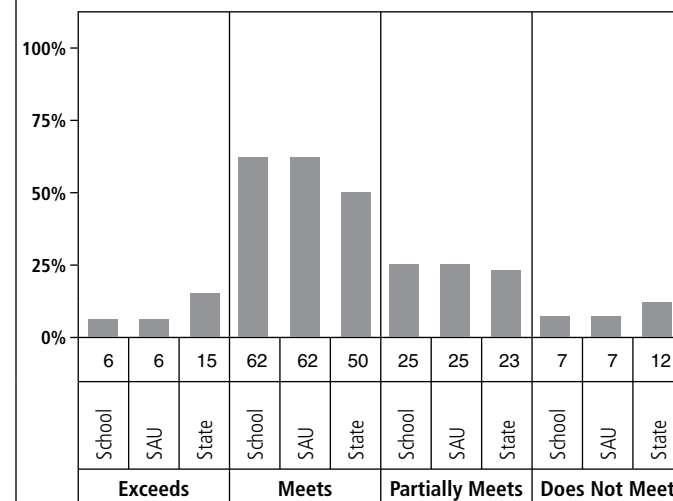
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	545	545	544
2007–2008	546	546	545
<b>2008–2009</b>	<b>546</b>	<b>546</b>	<b>546</b>
Cum. Avg.*	546	546	545
<b>Mathematics</b>			
2006–2007	545	544	546
2007–2008	546	546	546
<b>2008–2009</b>	<b>546</b>	<b>546</b>	<b>547</b>
Cum. Avg.*	546	545	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>543</b>	<b>543</b>	<b>543</b>

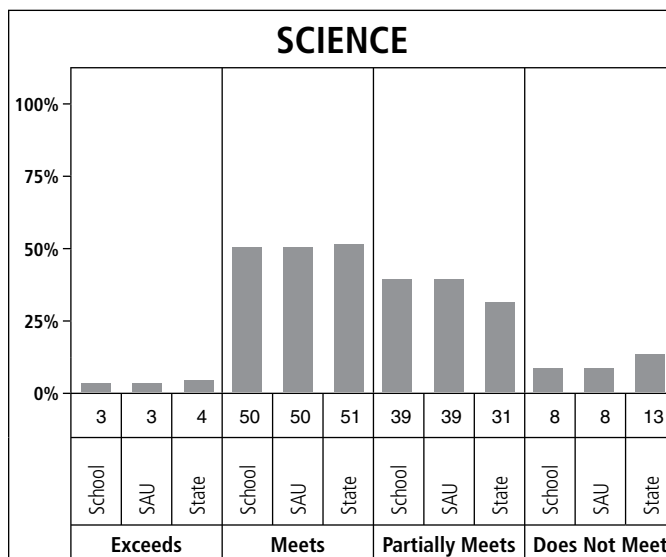
## ELA – READING



## MATHEMATICS



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	155	100	155	100	14212	100	155	100	155	100	14135	100	155	100	155	100	14144	100	155	100	155	100	14137	100
<b>Ethnicity</b> African American/Black	1	1	1	1	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	1	1	1	1	110	1	1	100	1	100	110	100	1	100	1	100	110	100	1	100	1	100	110	100
Asian or Pacific Islander	1	1	1	1	259	2	1	100	1	100	253	98	1	100	1	100	258	100	1	100	1	100	257	99
Hispanic	2	1	2	1	175	1	2	100	2	100	172	99	2	100	2	100	172	99	2	100	2	100	173	99
Caucasian/White	150	97	150	97	13271	93	150	100	150	100	13212	100	150	100	150	100	13211	100	150	100	150	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	20	13	20	13	2479	17	20	100	20	100	2454	100	20	100	20	100	2455	100	20	100	20	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	49	32	49	32	5848	41	49	100	49	100	5815	100	49	100	49	100	5819	100	49	100	49	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	122	79	122	79	10849	76	122	79	122	79	10872	76	122	79	122	79	10976	77
Identified disability (PET/IEP)	3	2	3	2	298	3	3	2	3	2	307	3	3	2	3	2	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	8	7	8	7	123	1	8	7	8	7	121	1	8	7	8	7	126	1
<b>Participation with accommodations</b>	31	20	31	20	3122	22	33	21	33	21	3124	22	33	21	33	21	3019	21
Identified disability (PET/IEP)	15	48	15	48	1992	64	17	52	17	52	2000	64	17	52	17	52	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	1	3	1	3	84	3	1	3	1	3	86	3	1	3	1	3	81	3
Other	15	48	15	48	907	29	15	45	15	45	886	28	15	45	15	45	826	27
<b>Participation through alternate assessment (PAAP)</b>	2	1	2	1	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	2	100	2	100	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	5	4	5	4	702	5
	2007-2008	6	5	6	5	659	5
	<b>2008-2009</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>836</b>	<b>6</b>
	Cum. Total*	17	4	17	4	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	69	56	69	56	7730	55
	2007-2008	84	64	84	64	8195	58
	<b>2008-2009</b>	<b>106</b>	<b>69</b>	<b>106</b>	<b>69</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	259	64	259	63	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	42	34	43	35	4182	30
	2007-2008	35	27	35	27	3800	27
	<b>2008-2009</b>	<b>35</b>	<b>23</b>	<b>35</b>	<b>23</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	112	28	113	28	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	7	6	7	6	1419	10
	2007-2008	6	5	6	5	1362	10
	<b>2008-2009</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>973</b>	<b>7</b>
	Cum. Total*	19	5	19	5	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>48</b>	<b>100</b>	31.3	65.2	31.3	65.2	30.8	64.2
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>24</b>	<b>50</b>	15.2	63.3	15.2	63.3	15.0	62.5
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>24</b>	<b>50</b>	16.1	67.1	16.1	67.1	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 15

School: Burchard A Dunn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	153	6	4	106	69	35	23	6	4	546	153	4	69	23	4	546	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	1										1						110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	2										2						166	4	54	32	10	543
Caucasian/White	148	6	4	104	70	33	22	5	3	546	148	4	70	22	3	546	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	18	0	0	6	33	9	50	3	17	540	18	0	33	50	17	540	2290	0	29	47	23	537
No	135	6	4	100	74	26	19	3	2	547	135	4	74	19	2	547	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	153	6	4	106	69	35	23	6	4	546	153	4	69	23	4	546	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	48	0	0	33	69	13	27	2	4	544	48	0	69	27	4	544	5716	2	51	35	12	542
No	105	6	6	73	70	22	21	4	4	547	105	6	70	21	4	547	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	153	6	4	106	69	35	23	6	4	546	153	4	69	23	4	546	13963	6	61	26	7	546
<b>Gender</b>																						
Female	65	3	5	53	82	8	12	1	2	548	65	5	82	12	2	548	6882	8	62	24	6	547
Male	88	3	3	53	60	27	31	5	6	545	88	3	60	31	6	545	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	0	0	6	40	9	60	0	0	541	15	0	40	60	0	541	1914	1	41	44	14	540
No	138	6	4	100	72	26	19	6	4	547	138	4	72	19	4	547	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	9	1	11	8	89	0	0	0	0	557	9	11	89	0	0	557	450	26	72	2	0	557
No	144	5	3	98	68	35	24	6	4	546	144	3	68	24	4	546	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	0	0	2	100	0	0	537	1	0	0	100	0	537	4	2	40	34	24	540
B. less than one hour	78	3	3	84	71	28	24	4	3	546	78	3	71	24	3	546	70	6	63	26	6	546
C. one to two hours	18	3	11	20	71	4	14	1	4	547	18	11	71	14	4	547	24	7	61	26	6	546
D. more than two hours	3	0	0	2	50	1	25	1	25	547	3	0	50	25	25	547	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	28	5	12	35	81	3	7	0	0	551	28	12	81	7	0	551	36	10	67	18	5	549
B. good	53	1	1	55	69	20	25	4	5	545	53	1	69	25	5	545	47	5	62	27	6	546
C. fair	18	0	0	15	56	10	37	2	7	542	18	0	56	37	7	542	15	2	47	40	12	541
D. poor	1	0	0	1	50	1	50	0	0	546	1	0	50	50	0	546	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	25	4	11	29	76	4	11	1	3	550	25	11	76	11	3	550	31	9	65	20	5	548
B. They match some of what I have learned.	65	2	2	69	70	24	24	4	4	546	65	2	70	24	4	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	8	0	0	8	62	4	31	1	8	543	8	0	62	31	8	543	10	3	45	38	14	542
D. There is no match.	2	0	0	0	0	3	100	0	0	537	2	0	0	100	0	537	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	18	1	4	14	52	9	33	3	11	543	18	4	52	33	11	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	59	5	5	67	74	18	20	1	1	547	59	5	74	20	1	547	64	7	63	25	5	547
C. easier than my regular schoolwork	23	0	0	25	71	8	23	2	6	545	23	0	71	23	6	545	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	8	57	5	36	1	7	542	9	0	57	36	7	542	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	51	1	1	54	69	19	24	4	5	545	51	1	69	24	5	545	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	39	5	8	43	72	11	18	1	2	549	39	8	72	18	2	549	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	2	7	17	63	7	26	1	4	548	18	7	63	26	4	548	20	10	64	21	5	548
B. 20 minutes to an hour	71	4	4	83	76	20	18	2	2	547	71	4	76	18	2	547	56	7	65	24	5	547
C. less than 20 minutes	8	0	0	5	38	6	46	2	15	542	8	0	38	46	15	542	10	3	52	33	12	543
D. I rarely read at home.	3	0	0	1	25	2	50	1	25	539	3	0	25	50	25	539	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	14	0	0	10	50	9	45	1	5	542	14	0	50	45	5	542	25	3	53	33	11	543
B. six to ten pages	19	1	4	22	79	3	11	2	7	547	19	4	79	11	7	547	26	6	61	26	7	546
C. eleven or more pages	67	4	4	71	72	20	20	3	3	547	67	4	72	20	3	547	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	9	7	9	7	1711	12
	2007-2008	10	8	10	8	1617	12
	<b>2008-2009</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	29	7	29	7	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	65	53	65	52	6778	48
	2007-2008	77	59	77	59	7284	52
	<b>2008-2009</b>	<b>96</b>	<b>62</b>	<b>96</b>	<b>62</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	238	58	238	58	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	28	23	29	23	3884	28
	2007-2008	31	24	31	24	3341	24
	<b>2008-2009</b>	<b>38</b>	<b>25</b>	<b>38</b>	<b>25</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	97	24	98	24	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	21	17	21	17	1683	12
	2007-2008	13	10	13	10	1778	13
	<b>2008-2009</b>	<b>11</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	45	11	45	11	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	25.1	52.3	25.1	52.3	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	9.7	53.9	9.7	53.9	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.0	50.0	5.0	50.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.6	46.0	4.6	46.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.8	58.0	5.8	58.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 15  
 School: Burchard A Dunn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	155	10	6	96	62	38	25	11	7	546	155	6	62	25	7	546	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	1										1						110	5	42	34	20	540
Asian or Pacific Islander	1										1						257	19	50	20	12	548
Hispanic	2										2						166	9	43	31	17	543
Caucasian/White	150	10	7	93	62	37	25	10	7	546	150	7	62	25	7	546	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	0	0	11	55	6	30	3	15	540	20	0	55	30	15	540	2307	3	32	32	33	536
No	135	10	7	85	63	32	24	8	6	547	135	7	63	24	6	547	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	155	10	6	96	62	38	25	11	7	546	155	6	62	25	7	546	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	49	3	6	35	71	8	16	3	6	547	49	6	71	16	6	547	5731	7	46	29	18	542
No	106	7	7	61	58	30	28	8	8	546	106	7	58	28	8	546	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	155	10	6	96	62	38	25	11	7	546	155	6	62	25	7	546	13988	15	50	23	12	547
<b>Gender</b>																						
Female	65	5	8	41	63	17	26	2	3	547	65	8	63	26	3	547	6889	14	51	23	12	546
Male	90	5	6	55	61	21	23	9	10	546	90	6	61	23	10	546	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	1	7	6	40	6	40	2	13	540	15	7	40	40	13	540	1918	3	39	36	22	539
No	140	9	6	90	64	32	23	9	6	547	140	6	64	23	6	547	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	9	2	22	6	67	1	11	0	0	557	9	22	67	11	0	557	450	64	34	2	0	564
No	146	8	5	90	62	37	25	11	8	546	146	5	62	25	8	546	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	50	0	0	1	50	537	1	0	50	0	50	537	4	8	38	26	28	539
B. less than one hour	78	7	6	76	63	30	25	8	7	547	78	6	63	25	7	547	70	15	52	23	10	547
C. one to two hours	18	3	11	16	57	8	29	1	4	545	18	11	57	29	4	545	24	15	51	23	11	547
D. more than two hours	3	0	0	3	75	0	0	1	25	547	3	0	75	0	25	547	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	38	9	15	41	69	7	12	2	3	551	38	15	69	12	3	551	34	28	50	14	8	552
B. good	42	1	2	38	59	21	33	4	6	544	42	2	59	33	6	544	45	11	54	24	10	546
C. fair	18	0	0	14	52	10	37	3	11	542	18	0	52	37	11	542	18	3	45	33	19	540
D. poor	3	0	0	3	75	0	0	1	25	543	3	0	75	0	25	543	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	34	7	13	36	68	8	15	2	4	550	34	13	68	15	4	550	38	22	52	19	7	550
B. They match some of what I have learned.	50	3	4	45	58	24	31	6	8	544	50	4	58	31	8	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	14	0	0	13	62	5	24	3	14	544	14	0	62	24	14	544	11	6	40	30	24	540
D. There is no match.	2	0	0	2	67	1	33	0	0	543	2	0	67	33	0	543	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	21	0	0	15	48	11	35	5	16	540	21	0	48	35	16	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	59	6	7	60	67	19	21	4	4	548	59	7	67	21	4	548	64	15	53	23	10	547
C. easier than my regular schoolwork	21	4	13	19	61	6	19	2	6	548	21	13	61	19	6	548	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	1	0	0	1	50	1	50	0	0	544	1	0	50	50	0	544	7	6	39	27	27	539
B. 30–45 minutes	19	2	7	17	59	7	24	3	10	547	19	7	59	24	10	547	28	9	49	28	15	544
C. 45–60 minutes	51	4	5	52	66	18	23	5	6	546	51	5	66	23	6	546	41	17	53	21	9	548
D. more than 60 minutes	29	4	9	26	58	12	27	3	7	547	29	9	58	27	7	547	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	1	100	0	0	0	0	542	1	0	100	0	0	542	6	14	43	24	20	543
B. two or three days a week	8	0	0	7	58	3	25	2	17	541	8	0	58	25	17	541	24	17	52	21	10	548
C. two or three times each month	27	5	12	21	50	16	38	0	0	547	27	12	50	38	0	547	33	17	52	21	9	548
D. never or almost never	64	5	5	66	67	19	19	9	9	546	64	5	67	19	9	546	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	35	4	7	38	69	10	18	3	5	548	35	7	69	18	5	548	23	13	47	26	15	545
B. two or three days a week	41	6	9	33	52	19	30	6	9	545	41	9	52	30	9	545	31	17	52	21	10	548
C. two or three times each month	15	0	0	18	75	5	21	1	4	545	15	0	75	21	4	545	27	17	52	21	10	548
D. never or almost never	8	0	0	7	58	4	33	1	8	544	8	0	58	33	8	544	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	4	3	4	3	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	78	50	78	50	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	60	39	60	39	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	13	8	13	8	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	29.2	60.8	29.2	60.8	29.2	60.8
<b>D. The Physical Setting</b>	24	50	13.1	54.6	13.1	54.6	12.9	53.8
<b>E. The Living Environment</b>	24	50	16.1	67.1	16.1	67.1	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	155	4	3	78	50	60	39	13	8	543	155	3	50	39	8	543	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	1										1						110	3	36	35	26	538
Asian or Pacific Islander	1										1						256	5	51	27	17	542
Hispanic	2										2						167	1	40	37	22	539
Caucasian/White	150	3	2	78	52	56	37	13	9	543	150	2	52	37	9	543	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	0	0	8	40	7	35	5	25	535	20	0	40	35	25	535	2309	2	29	39	29	536
No	135	4	3	70	52	53	39	8	6	544	135	3	52	39	6	544	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	155	4	3	78	50	60	39	13	8	543	155	3	50	39	8	543	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	49	0	0	24	49	20	41	5	10	540	49	0	49	41	10	540	5729	2	42	37	20	539
No	106	4	4	54	51	40	38	8	8	544	106	4	51	38	8	544	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	155	4	3	78	50	60	39	13	8	543	155	3	50	39	8	543	13987	4	51	31	13	543
<b>Gender</b>																						
Female	65	2	3	31	48	25	38	7	11	543	65	3	48	38	11	543	6886	4	49	33	14	542
Male	90	2	2	47	52	35	39	6	7	543	90	2	52	39	7	543	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	0	0	5	33	7	47	3	20	539	15	0	33	47	20	539	1917	1	31	41	28	536
No	140	4	3	73	52	53	38	10	7	543	140	3	52	38	7	543	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	9	4	44	5	56	0	0	0	0	559	9	44	56	0	0	559	450	25	72	2	1	557
No	146	0	0	73	50	60	41	13	9	542	146	0	50	41	9	542	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	0	0	2	100	0	0	538	1	0	0	100	0	538	4	2	37	35	25	538
B. less than one hour	78	3	2	61	50	48	40	9	7	543	78	2	50	40	7	543	70	4	53	31	12	544
C. one to two hours	18	0	0	15	54	9	32	4	14	543	18	0	54	32	14	543	24	5	51	31	12	544
D. more than two hours	3	1	25	2	50	1	25	0	0	547	3	25	50	25	0	547	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	19	1	3	16	55	10	34	2	7	545	19	3	55	34	7	545	26	7	56	26	11	545
B. good	56	2	2	46	54	33	39	4	5	544	56	2	54	39	5	544	53	4	53	31	11	544
C. fair	23	1	3	14	40	15	43	5	14	542	23	3	40	43	14	542	18	2	41	39	17	540
D. poor	3	0	0	1	25	1	25	2	50	531	3	0	25	25	50	531	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	13	0	0	11	55	7	35	2	10	542	13	0	55	35	10	542	23	5	56	28	11	544
B. They match some of what I have learned.	45	1	1	34	49	33	47	2	3	543	45	1	49	47	3	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	29	2	4	25	56	12	27	6	13	544	29	4	56	27	13	544	23	4	49	33	14	543
D. There is no match.	13	1	5	8	40	8	40	3	15	542	13	5	40	40	15	542	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	29	1	2	21	49	18	42	3	7	542	29	2	49	42	7	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	53	3	4	38	48	30	38	8	10	543	53	4	48	38	10	543	58	4	52	32	12	543
C. easier than my regular schoolwork	19	0	0	17	61	9	32	2	7	545	19	0	61	32	7	545	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	5	0	0	4	57	3	43	0	0	542	5	0	57	43	0	542	33	5	51	31	14	543
B. a few times a week	25	0	0	19	49	15	38	5	13	541	25	0	49	38	13	541	45	4	52	32	11	544
C. once a week	20	0	0	15	48	9	29	7	23	541	20	0	48	29	23	541	8	4	50	30	16	542
D. a few times a month	50	4	5	38	50	33	43	1	1	545	50	5	50	43	1	545	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	13	0	0	10	50	8	40	2	10	541	13	0	50	40	10	541	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	40	1	2	28	46	30	49	2	3	543	40	2	46	49	3	543	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	21	2	6	15	47	11	34	4	13	544	21	6	47	34	13	544	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	27	1	2	25	61	11	27	4	10	544	27	2	61	27	10	544	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	23	0	0	20	57	14	40	1	3	543	23	0	57	40	3	543	47	4	51	32	12	543
B. a few times a month	40	3	5	37	60	16	26	6	10	545	40	5	60	26	10	545	27	5	54	30	11	544
C. once a month	19	0	0	12	40	16	53	2	7	541	19	0	40	53	7	541	10	5	49	30	15	543
D. never or almost never	18	1	4	9	32	14	50	4	14	541	18	4	32	50	14	541	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	29	1	2	26	59	16	36	1	2	545	29	2	59	36	2	545	46	4	52	32	12	543
B. a few times a month	40	2	3	29	48	22	36	8	13	542	40	3	48	36	13	542	28	5	53	30	12	544
C. once a month	17	0	0	13	50	11	42	2	8	542	17	0	50	42	8	542	11	4	47	34	15	542
D. never or almost never	14	1	5	9	41	10	45	2	9	544	14	5	41	45	9	544	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number